

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**9-12**

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**Core High School U.S. History**  
**Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology .**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.U.S.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from reconstruction to the present.</b></p> <ul style="list-style-type: none"><li>• Identify and explain the transition of the U.S. from an agrarian society to an industrial nation. Examples: Urbanization/industrialization/immigration Examples: Key people-Thomas Edison, Henry Ford, Wright Brothers</li><li>• Identify and explain the causes and impact of Western Expansion in relation to the settlements of the great plains. Examples: Homestead Act (1862), Railroad Expansion, Mining Frontier, Open Range, Morrill Act (1862)</li><li>• Describe the role of big business and labor unions in the development of modern America. Examples: Robber Barons, role of the muckrakers, labor leaders, government policies</li><li>• Identify and explain the causes and impact of U. S. Imperialism as evidenced by the Spanish-American War, Open Door Policies (Japan and China), Panama Canal Examples: Teddy Roosevelt-Big Stick Imperialism, Boxer Rebellion, Philippine insurrection</li><li>• Identify social and political origins, accomplishments, and limitations of Progressivism.</li><li>• Describe the causes and impact of World War I.</li><li>• Explain the factors that led to the Great Depression. Examples: Post World War I economy, dust bowl</li><li>• Explain the New Deal and its legacy (social and</li></ul>

	<p>economic).</p> <ul style="list-style-type: none"> <li>Explain the entry, the major battles, and the effects of World War II. Example: Native American Code Talkers</li> <li>Identify Domestic Events post-WWII. Examples: Space Race, Iran contra-affair, Watergate, Clinton impeachment</li> <li>Describe role of the U. S. in world affairs as it relates to the Cold War. Examples: Post World II Europe, Korea, Cuba, Vietnam, Iran Conflict</li> <li>Identify foreign events, policies, and issues from 1990 to present-day as they relate to U.S History. Examples: Middle East Events-Gulf Wars, Fall of Berlin Wall, 9/11, Bosnia situation, Afghanistan, North Korea, terrorism</li> </ul>
(Application)	<p><b>9-12.U.S.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.</b></p> <p><b>Examples:</b> American Revolution, Westward Movement, Civil War/Reconstruction</p>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p><b>9-12.U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures.</b></p> <ul style="list-style-type: none"> <li>Explain the causes of conflicts with Native Americans. Examples: Fort Laramie Treaties of 1851 and 1868, Minnesota Uprising (1862), Sand Creek Massacre (1864), Red Cloud's War (1864-1868), Battle of Little Big Horn (1876)</li> <li>Explain the impact of U.S. policy on Native Americans. Examples: Manifest Destiny, Black Hills Cession of 1877, General Allotment Act/Dawes Act (1887), Ghost Dance religion, Wounded Knee Massacre (1890)</li> </ul>

(Application)	<p><b>9-12.U.S.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</b></p> <ul style="list-style-type: none"> <li>• Cultural movements Examples: Harlem Renaissance and jazz age, counterculture</li> <li>• Religious and educational movements Examples: Social gospel, Evangelicalism, Mormon, Native American education reform</li> <li>• Political movements Examples: Women’s suffrage, Populists and Progressives, Isolationists, Anarchists, Anti-communism, Civil Rights movement, American Indian movement, Reagan revolution</li> <li>• Social reform movements Examples: feminism, Social Darwinism, temperance, baby boomer</li> <li>• Economic movements Examples: Post-World War affluent society, global economy, Reaganomics</li> </ul>
(Knowledge)	<p><b>9-12.U.S.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</b></p> <ul style="list-style-type: none"> <li>• Native Americans and reservation system</li> <li>• Railroad, farming, livestock, and mining patterns</li> <li>• settlements according to nationality and religion Examples: German, Swedes, Norwegians, Bohemians, Czech, Dutch, etc. Examples: Hutterite, Mennonite, etc.</li> </ul>

**Core High School U.S. History  
Performance Descriptors**

<b>Advanced</b>	<p><b>High school students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.</li> </ul>
<b>Proficient</b>	<p><b>High school students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• explain the cause-effect relationships and legacy that</li> </ul>

	distinguish significant historical periods and relationships; <ul style="list-style-type: none"> <li>describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.;</li> <li>identify the influences of groups on settlement patterns of South Dakota and the Great Plains Region.</li> </ul>
<b>Basic</b>	<b>High school students performing at the basic level:</b> <ul style="list-style-type: none"> <li>identify groups who influenced the settlement of South Dakota;</li> <li>given historical periods, sequence events.</li> </ul>

**Core High School U. S. History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>High school ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>identify groups who influenced the settlement of South Dakota;</li> <li>given historical periods, sequence events.</li> </ul>
<b>Intermediate</b>	<b>High school ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>identify a group who influenced the settlement of South Dakota;</li> <li>name two historical events.</li> </ul>
<b>Basic</b>	<b>High school ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>recognize that groups had an influence of the settlement of South Dakota;</li> <li>name one historical event.</li> </ul>
<b>Emergent</b>	<b>High school ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>find South Dakota on a map of the United States;</li> <li>recognize that people, places, and ideas change throughout history.</li> </ul>
<b>Pre-emergent</b>	<b>High school ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Core High School World History  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.</b></p> <ul style="list-style-type: none"> <li>• Describe developments in Italy and Northern Europe during the Renaissance period. Examples: Humanism, arts and literature, intellectual development, trade and technological advances</li> <li>• Explain the causes and impact of the Reformation. Examples: Tension between religious and secular authorities, reformers and doctrines, the counter-reformation, the English reformation, wars of religion</li> <li>• Identify significant ideas and achievements of the Scientific Revolution and the Age of Enlightenment. Examples: Scientific Revolution (astronomical theories of Copernicus, and Galileo; Newton's Law of Gravity) Examples: Age of Enlightenment (the philosophies of Montesquieu, Voltaire, and Rousseau)</li> <li>• Describe the impact of the French Revolution on Europe. Examples: Causes of the French Revolution, influence of the American Revolution on the French Revolution, objectives of different groups</li> <li>• Describe the development of the Industrial Revolution and its impact on economics, social structure, urbanization, and politics of the global society.</li> <li>• Explain the causes and consequences of World War I and World War II. Example: Russian Revolution Examples: Post World War II realignment and reconstruction in Europe, Asia, and Latin America. Examples: Impact and legacy of the Cold War</li> </ul>

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>9-12.W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</b></p> <ul style="list-style-type: none"> <li>• Mercantilism and imperialism</li> <li>• Absolutism and constitutionalism and their impact on European nations</li> <li>• Nationalism and imperialism as forces of global transformation</li> <li>• Nationalism, militarism, civil war, and terrorism in today's world</li> <li>• Democracies and dictatorships from the late twentieth century to the present.</li> </ul>

**Core High School World History  
Performance Descriptors**

<b>Advanced</b>	<p><b>High school students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• provide evidence to explain the relationships of historical events as they impacted subsequent events;</li> <li>• critique a leader's actions during a significant historical event from the perspective of the leader;</li> <li>• critique government policies and actions related to significant historical events.</li> </ul>
<b>Proficient</b>	<p><b>High school students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present;</li> <li>• define the key distinguishing features of mercantilism, imperialism, absolutism, constitutionalism, nationalism, militarism, civil war, terrorism, modern democracies, and dictatorships.</li> </ul>
<b>Basic</b>	<p><b>High school students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• given historical periods, identify the significant periods from the renaissance to the present;</li> <li>• distinguish between a democracy and a dictatorship;</li> <li>• match the term with the definition of mercantilism and imperialism, absolutism, constitutionalism, nationalism, militarism, terrorism.</li> </ul>

**Core High School World History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>High school ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• given historical periods, identify the significant periods from the Renaissance to the present;</li> <li>• distinguish between a democracy and a dictatorship;</li> <li>• match the term with the definition of mercantilism and imperialism, absolutism, constitutionalism, nationalism, militarism, terrorism.</li> </ul>
<b>Intermediate</b>	<b>High school ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify two significant periods from the Renaissance to the present;</li> <li>• define democracy;</li> <li>• match the term with the definition of mercantilism, imperialism, constitutionalism, and militarism.</li> </ul>
<b>Basic</b>	<b>High school ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify one significant period from the Renaissance to the present;</li> <li>• define dictatorship;</li> <li>• match the term with the definition of absolutism, nationalism, terrorism.</li> </ul>
<b>Emergent</b>	<b>High school ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize a difference exists between historical periods and the present;</li> <li>• recognize a difference exists between democracy and dictatorship;</li> <li>• begin to know the vocabulary associated with types of governments.</li> </ul>
<b>Pre-emergent</b>	<b>High school ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Core High School Geography  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>9-12.G.1.1. Students are able to use resources, data services, and geographic tools that generate and interpret information.</b></p> <ul style="list-style-type: none"> <li>• Use geographic tools to represent and interpret the earth's physical and human characteristics.</li> <li>• Use maps, globes, and other geographic tools to acquire, process, and report information.</li> <li>• Given verbal or written geographical cues, use a mental map to solve a problem.</li> <li>• Select and interpret map projections, and other representations to analyze geographic problems</li> </ul>
(Application)	<p><b>9-12.G.1.2. Students are able to interpret geographic representations when given information about places and events.</b></p> <ul style="list-style-type: none"> <li>• Bar graph, circle graph, line graph, pictographs</li> </ul>

**Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.G.2.1. Students are able to identify and explain the impact of the natural environment on human settlement patterns.</b></p> <ul style="list-style-type: none"> <li>• The characteristics, location, distribution, and migration of human populations</li> </ul> <p>Examples: reasons for variation in population distribution, reasons for human migration and its effects on places</p> <p>Examples: trends and effects of world population and patterns</p> <p>Examples: causes and effects of urbanization</p>
(Comprehension)	<p><b>9-12.G.2.2. Students are able to explain how humans interact with their environment.</b></p> <ul style="list-style-type: none"> <li>• Human actions depend upon, adapt to, and modify the</li> </ul>



	<p>physical environment.</p> <ul style="list-style-type: none"> <li>• Ways in which technology has expanded human capacity to modify the physical environment</li> <li>• The impact of physical geography on human interaction</li> <li>• How place characteristics have affected locations</li> </ul> <p>Examples: land usage (New Orleans being below sea level); staple diets (Japanese-fish, Irish-potatoes); man-made accommodations (Great Wall of China, Netherlands polders, canals)</p> <ul style="list-style-type: none"> <li>• Identify viewpoints that influence the management of earth's resources.</li> </ul> <p>Example: Greenpeace, OPEC, Sierra Club versus Lumber industry, PETA</p>
(Analysis)	<p><b>9-12.G.2.3. Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.</b></p> <ul style="list-style-type: none"> <li>• The differing characteristics in developing and developed countries</li> <li>• How cooperation and conflict among people influence the division and control of the earth's resources</li> </ul> <p>Examples: nations of Western Europe joined together in the European Union; cartels.</p> <ul style="list-style-type: none"> <li>• Know the geographic factors that affect economic interdependence.</li> </ul> <p>Examples: transportation routes, movement patterns, market areas</p>
(Knowledge)	<p><b>9-12.G.2.4. Students are able to identify the main characteristics of cultural geography.</b></p> <p><b>Examples:</b> spatial distribution, cultural diffusion, acculturation, institutions, language</p>

### Core High School Geography Performance Descriptors

<b>Advanced</b>	<p><b>High school students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• evaluate the use and limitations of map projections;</li> <li>• evaluate and select resources, data services, and geographic tools to generate, manipulate, and interpret information;</li> <li>• analyze and explain the fundamental role that place</li> </ul>
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	<p>characteristics and environments have played in history;</p> <ul style="list-style-type: none"> <li>• compare and contrast how humans interact with their environment;</li> <li>• analyze how past and present trends of human migration impacts politics, environment, economies and societies;</li> <li>• articulate the impact of cultural geography on societies and regions.</li> </ul>
<b>Proficient</b>	<p><b>High school students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• use resources, data services, and geographic tools that generate, and interpret information;</li> <li>• explain how humans depend on, modify, and interact with their environment;</li> <li>• explain how human migration impacts local and global politics, environment, economies, societies and regions;</li> <li>• identify the main characteristics of cultural geography.</li> </ul>
<b>Basic</b>	<p><b>High school students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• given a map identify location, direction, scale, key and type of map;</li> <li>• given verbal or written geographical cues, use a mental map to solve a problem;</li> <li>• given a list of cultural geography characteristics, match terms to characteristics;</li> <li>• list three ways people interact with their environment.</li> </ul>

**Core High School Geography  
ELL Performance Descriptors**

<b>Proficient</b>	<p><b>High school ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• given a map, identify location, direction, scale, key and type of map;</li> <li>• given verbal or written geographical cues, use a mental map to solve a problem;</li> <li>• given a list of cultural geography characteristics, match terms to characteristics;</li> <li>• list three ways people interact with their environment.</li> </ul>
<b>Intermediate</b>	<p><b>High school ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>• given a map, identify type of map and scale;</li> <li>• given written geographical cues, use a mental map to solve a problem;</li> <li>• define three cultural geography characteristics;</li> <li>• list two ways people interact with their environment.</li> </ul>
<b>Basic</b>	<p><b>High school ELL students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• given a map, identify key;</li> <li>• given written geographical cues, use a map to solve a problem;</li> <li>• define two cultural geography characteristics;</li> </ul>

	<ul style="list-style-type: none"><li>• list one way people interact with their environment.</li></ul>
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<b>Emergent</b>	<b>High school ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• given a map, identify direction;</li> <li>• given verbal geographical cues, locate items on a map;</li> <li>• define one cultural geography characteristic;</li> <li>• recognize that people interact with their environment.</li> </ul>
<b>Pre-emergent</b>	<b>High school ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Core High School Civics (Government)  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.C.1.1. Students are able to explain the characteristics of various forms of government.</b></p> <p><b>Example:</b> Democracies (direct and indirect); Totalitarian/Authoritarian (dictatorships, absolute monarchy)</p> <ul style="list-style-type: none"> <li>• Geographic distribution of power Examples: unitary, federal, confederation</li> <li>• The relationship between the legislative and executive branches Examples: presidential, parliamentary</li> <li>• The number of citizens who may participate</li> </ul>
(Evaluation)	<p><b>9-12.C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.</b></p> <p><b>Examples:</b> documents - Magna Carta, Petition of Rights, English Bill of Rights, Mayflower Compact, British Colonial Legislation (Intolerable Acts, Stamp Act, Writs of Assistance), Articles of Confederation, Colonial/early State Constitutions, Declaration of Independence</p> <p><b>Examples:</b> ideals – Greek and Roman governments, League of Iroquois Confederation, Social Contract</p> <p><b>Example:</b> philosophers - Locke, Hobbes, Rousseau, Montesquieu, Machiavelli</p>
(Knowledge)	<p><b>9-12.C.1.3. Students are able to identify the principles of the American Constitution.</b></p> <ul style="list-style-type: none"> <li>• Separation of Powers/Checks and Balances Examples: legislative, executive, judicial Example: Describe the structures, functions, and powers of the branches of government.</li> <li>• Federalism-division of power among national, state, local,</li> </ul>

	<p>and tribal</p> <ul style="list-style-type: none"> <li>• Limited Government (Rule of law/Constitutionalism)</li> <li>• Popular Sovereignty</li> <li>• Judicial review</li> </ul> <p>Example: Landmark decisions of the United States Supreme Court (Marbury v. Madison, Miranda v. Arizona, Plessey v. Ferguson, Brown v. Board of Education, Roe v. Wade)</p> <ul style="list-style-type: none"> <li>• Amendment process</li> <li>• Rationale for constitutional amendments and the conflicts they address</li> </ul>
(Comprehension)	<p><b>9-12.C.1.4. Students are able to explain the principles of American democracy.</b></p> <ul style="list-style-type: none"> <li>• Fundamental worth of the individual</li> <li>• Equality of all persons</li> <li>• Majority rule/minority rights</li> <li>• Necessity of compromise</li> <li>• Individual freedom</li> </ul>
(Comprehension)	<p><b>9-12.C.1.5. Students are able to describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.</b></p> <ul style="list-style-type: none"> <li>• State</li> <li>• Local – divisions (county, city, townships)</li> <li>• Tribes – reservations, tribal constitutions, governments</li> </ul> <p>Example: Nine South Dakota reservations with separate constitutions and government</p>
(Application)	<p><b>9-12.C.1.6. Students are able to describe the elements of how U.S. foreign policy is created.</b></p> <p><b>Examples:</b> Monroe Doctrine, Roosevelt Corollary, Iran-Contra</p>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
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(Application)	<p><b>9-12.C.2.1. Students are able to describe the means of influencing and/or participating in a republic.</b></p> <ul style="list-style-type: none"> <li>Describe the roles of the citizen in the legislative and electoral process</li> </ul> <p>Examples: the right to vote, referendum, initiative, recall</p> <ul style="list-style-type: none"> <li>Describe the benefits, duties, and responsibilities of citizenship in the United States.</li> </ul> <p>Example: Volunteerism benefits and rewards -Native American's enlisting in the military</p> <ul style="list-style-type: none"> <li>Explain the nature and functions of major and minor political parties, interest groups, and media on the political process.</li> <li>Describe the campaign and election process for national, state, and local offices.</li> <li>Describe the Electoral College process.</li> </ul>
(Comprehension)	<p><b>9-12.C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.</b></p> <ul style="list-style-type: none"> <li>Bill of Rights and other amendments</li> </ul>
(Comprehension)	<p><b>9-12.C.2.3. Students are able to describe the process of naturalization.</b></p> <ul style="list-style-type: none"> <li>Describe the benefits, duties, and responsibilities of citizenship in the United States.</li> </ul>

**Core High School Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<p><b>High school students performing at the advanced level will:</b></p> <ul style="list-style-type: none"> <li>explain strengths and weaknesses of various forms of government worldwide;</li> <li>analyze the influence of major historical documents and ideals on the formation of the United States government.</li> </ul>
<b>Proficient</b>	<p><b>High school students performing at the proficient level will:</b></p> <ul style="list-style-type: none"> <li>explain the characteristics of various forms of government;</li> <li>determine the influence of major historical documents and ideals on the formation of the United States government;</li> <li>explain the principles of American Constitutional government and how they are realized in its structures and functions;</li> <li>describe the state, local, and tribal governments with emphasis on their structures, functions, and powers;</li> <li>describe the means of influencing and participating in a</li> </ul>

	<p>republic;</p> <ul style="list-style-type: none"><li>• identify the meaning of basic constitutional rights guaranteed to citizens;</li><li>• describe the process of naturalization.</li></ul>
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<b>Basic</b>	<b>High school students performing at the basic level will:</b> <ul style="list-style-type: none"> <li>• list the two main forms of government worldwide;</li> <li>• list the three branches of government;</li> <li>• list the three levels of federalism;</li> <li>• explain how to register and where to vote;</li> <li>• list three of the five guarantees in the first amendment.</li> </ul>
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### **Core High School Civics (Government)**

#### **ELL Performance Descriptors**

<b>Proficient</b>	<b>High school ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• list the two main forms of government worldwide;</li> <li>• list the three branches of government;</li> <li>• list the three levels of federalism;</li> <li>• explain how to register and where to vote;</li> <li>• list three of the five guarantees in the first amendment.</li> </ul>
<b>Intermediate</b>	<b>High school ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• list one main form of government in the world;</li> <li>• list two branches of government;</li> <li>• list two level of federalism;</li> <li>• explain how to register;</li> <li>• list two of the five guarantees in the first amendment.</li> </ul>
<b>Basic</b>	<b>High school ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name the form of government in the United States;</li> <li>• list one branch of government;</li> <li>• list one level of federalism;</li> <li>• explain where to vote;</li> <li>• list one of the five guarantees in the first amendment.</li> </ul>
<b>Emergent</b>	<b>High school ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize different forms of exist worldwide;</li> <li>• recognize different branches of government exist;</li> <li>• match federalism with its definition;</li> <li>• recognize voting is part of citizenship;</li> <li>• recognize the first amendment is part of the Bill of Rights.</li> </ul>
<b>Pre-emergent</b>	<b>High school ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

## Core High School Economics Standards, Supporting Skills, and Examples

### Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.

*Note: Some districts provide a separate required economics class. If the district does not provide or provides the economics class only as an elective, the Core Standards are taught to all students in other required social studies classes. For purposes of those districts not providing a required economics course, notations are provided below at the end of each standard to suggest likely courses in which the standard may be taught and mastered.*

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p><b>9-12.E.1.1. Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [World History, Geography, U.S. History, Civics (Government)]</b></p> <ul style="list-style-type: none"> <li>Identify contributors of modern economics. Examples: Adam Smith and Karl Marx</li> <li>Explain the transition of the former Soviet bloc nations to market economies.</li> <li>Explain the fundamentals of the market system. Examples: Identify the factors of production; identify the role of competition; compare methods of ownership: sole proprietorships, partnerships, corporations, cooperatives, conglomerates, franchises, monopolies, and oligopolies; explain the costs and benefits of entrepreneurial decisions; describe the structure and functions of financial markets: stocks and bonds.</li> </ul>
(Analysis)	<p><b>9-12.E.1.2. Students are able to explain how scarcity/surplus affects the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</b></p> <ul style="list-style-type: none"> <li>Identify negative and positive aspects of economic growth.</li> <li>Differentiate between wants versus needs.</li> </ul>
(Application)	<p><b>9-12.E.1.3. Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</b></p> <ul style="list-style-type: none"> <li>Describe the influence of the Federal Reserve System in the U.S. economy;</li> <li>Describe economic stabilization policies of the U.S.</li> </ul>

	Examples: Supply-side theory, interest rate manipulation requirements, EOC (Equal Opportunity Commission)
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(Evaluation)	<p><b>9-12.E.1.4. Students are able to explain the impact of labor and governmental policies on the economy of the United States [U.S. History, Civics (Government)]</b></p> <ul style="list-style-type: none"> <li>• Explain how supply and demand for labor affects wages.</li> <li>• Explain the impact of outsourcing on the market economy and labor.</li> <li>• Describe the positive and negative aspects of government policies that affect employment.</li> </ul> <p>Examples: minimum wage, affirmative action, age</p>
(Application)	<p><b>9-12.E.1.5. Students are able to use graphs to illustrate changes in economic trends. [(U.S. History, Civics (Government))]</b></p> <ul style="list-style-type: none"> <li>• Supply and demand and their effect on price Examples: supply and demand x graph chart Examples: gas prices, Great Depression</li> <li>• Production possibilities curve, business cycles Examples: recession, prosperity, inflation, deflation</li> </ul>
(Synthesis)	<p><b>9-12.E.1.6. Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]</b></p> <ul style="list-style-type: none"> <li>• Describe the U.S. trade deficit and policies.</li> <li>• Describe economic alliances: OPEC, NAFTA, GATT, EU</li> <li>• Define domestic output, national income, and price level.</li> </ul>

**Core High School Economics  
Performance Descriptors**

<b>Advanced</b>	<p><b>High school students performing at the advanced level will:</b></p> <ul style="list-style-type: none"> <li>• explain costs and benefits of government intervention in the economy of the United States;</li> <li>• describe methods used to measure domestic output, national income, and price level.</li> </ul>
<b>Proficient</b>	<p><b>High school students performing at the proficient level will:</b></p> <ul style="list-style-type: none"> <li>• explain how scarcity affects the basic economic questions of what, how, how much, and for whom to produce;</li> <li>• use graphs to illustrate changes in supply and demand and their effect on price;</li> <li>• explain the fundamentals of the market system (free enterprise) and compare the characteristics of the world's traditional,</li> </ul>

	command and market economies; <ul style="list-style-type: none"> <li>• explain the impact of labor on the economy of the United States;</li> <li>• explain the role of money and the structure of the banking system of the U.S.;</li> <li>• explain basic elements of trade and its impact on the U.S. economy.</li> </ul>
<b>Basic</b>	<b>High school students performing at the basic level will:</b> <ul style="list-style-type: none"> <li>• identify basic economic terms;</li> <li>• identify the market system;</li> <li>• identify how supply and demand affect price.</li> </ul>

**Core High School Economics  
ELL Performance Descriptors**

<b>Proficient</b>	<b>High school ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify basic economic terms;</li> <li>• identify the market system;</li> <li>• identify how supply and demand affect price.</li> </ul>
<b>Intermediate</b>	<b>High school ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify three basic economic terms;</li> <li>• define supply and demand;</li> <li>• recognize that supply and demand affect price.</li> </ul>
<b>Basic</b>	<b>High school ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify two basic economic terms;</li> <li>• define demand;</li> <li>• identify a reason why prices may change.</li> </ul>
<b>Emergent</b>	<b>High school ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• identify one basic economic term;</li> <li>• define supply;</li> <li>• recognize that prices change.</li> </ul>
<b>Pre-emergent</b>	<b>High school ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Advanced High School U.S. History  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<p><b>9-12.U.S.1.1A. Students are able to relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.</b></p> <ul style="list-style-type: none"><li>• Chronicle the transition of the U.S. from an agrarian society to an industrial nation.</li><li>• Critique the causes and impact of Western Expansion.</li><li>• Critique the causes and impact of U. S. Imperialism.</li><li>• Describe social and political origins, accomplishments, and limitations of Progressivism.</li><li>• Explain the relationship between domestic events and foreign policies as they relate to the United States role in world affairs.</li></ul>

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<p><b>9-12.U.S.2.1A. Students are able to evaluate the significance of interactions between the U.S. government and diverse cultures in relation to cultural preservation versus cultural assimilation.</b></p>

**Advanced High School World History  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<p><b>9-12.W.1.1A. Students are able to relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.</b></p> <ul style="list-style-type: none"> <li>• Provide evidence to explain the cause-effect relationships of historical events from the Renaissance to the present. Examples: Reformation, Commercial Revolution, Scientific Revolution, Industrial Revolution</li> <li>• Critique a leader's actions during a significant historical event from the perspective of the leader. Examples: French Revolution, WWII, Glorious Revolution</li> <li>• Critique government policies and actions related to significant historical events. Examples: Marshall Plan, European Economic Union, Warsaw Pact, United Nations, NATO</li> </ul>

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.W.2.1A. Students are able to describe the emergence, rise, impact, and role of significant cultural, economic, and political events and philosophies.</b></p> <ul style="list-style-type: none"> <li>• mercantilism and imperialism in European exploration and colonization in the sixteenth century</li> <li>• rise of absolutism and constitutionalism and their impact on European nations</li> <li>• nationalism and imperialism as forces of global transformation</li> <li>• nationalism, militarism, civil war, and terrorism in today's world</li> <li>• democracies and dictatorships from the late twentieth century to the present</li> </ul>





# Advanced High School Geography Standards, Supporting Skills, and Examples

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<p><b>9-12.G.1.1A. Students are able to evaluate and select resources, data services, and geographic tools that generate and interpret information.</b></p> <ul style="list-style-type: none"> <li>• Determine the validation of generated information.</li> <li>• Identify the changes that occur in the value, use, location, and distribution of resources.</li> <li>• Describe the influence of different viewpoints on policies and programs for resource use and management.</li> <li>• Explain how differing viewpoints influence the development of policies designed to use and manage earth's resources.</li> <li>• Apply geography to understand the present and plan for the future.</li> </ul>
(Synthesis)	<p><b>9-12.G.1.2A. Students are able to construct geographic representations when given information about places and events.</b></p> <ul style="list-style-type: none"> <li>• bar graph, circle graph, line graph, pictographs, map projections</li> </ul>

**Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>9-12.G.2.1A. Students are able to analyze and articulate the fundamental role that place characteristics and environments have played in history.</b></p> <p><b>Example:</b> Russian winter played an important part in the defeat of Napoleon's and Hitler's armies.</p>
(Evaluation)	<b>9-12.G.2.2A. Students are able to evaluate how humans interact with their environment.</b>
(Synthesis)	<b>9-12.G.2.3A. Students are able to investigate how past and present</b>

	trends of human migration impact both local and global politics, environments, economies, and societies.
(Analysis)	<b>9-12.G.2.4A. Students are able to compare and contrast the differing characteristics in developing and developed countries.</b>

**Advanced High School Civics (Government)  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<b>9-12.C.1.1A. Students are able to compare the United States' political systems with those of major democratic and authoritarian nations in terms of the structures and powers of political institutions.</b>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<b>9-12.C.2.1A. Students are able to enumerate the basic constitutional rights guaranteed to citizens and their related impacts on society.</b>
(Analysis)	<b>9-12.C.2.2A. Students are able to analyze and explain the purpose of politics/political activity and the related implications for United States citizens.</b>
(Analysis)	<b>9-12.C.2.3A. Students are able to identify various issues involving individual rights and responsibilities in relation to the general welfare.</b>
(Analysis)	<b>9-12.C.2.4A. Students are able to analyze campaigns for national, state, and local elective office, including the nominating process; campaign funding and spending; the influence of media coverage, campaign advertising, and public opinion polls.</b>

**Advanced High School Economics  
Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Synthesis)	<p><b>9-12.E.1.1A. Students are able to differentiate the patterns and networks of global economic interdependence in relation to local, regional, and world economies.</b></p> <p><b>Examples:</b> transportation routes, movement patterns, market areas</p> <p><b>Example:</b> how and why levels of economic development vary among places</p>
(Analysis)	<p><b>9-12.E.1.2A. Students are able to analyze graphs to determine changes in supply and demand and their effect on price and quality.</b></p>
(Evaluation)	<p><b>9-12.E.1.3A. Students are able to compare and contrast the economic systems of foreign countries with the market system of the United States.</b></p>
(Analysis)	<p><b>9-12.E.1.4A. Students are able to describe methods used to measure domestic output, national income, and price level.</b></p> <ul style="list-style-type: none"> <li>• Explain how the Gross Domestic Product (GDP), the Consumer Price Index (CPI) and Gross National Product (GNP) are calculated.</li> </ul>
(Analysis)	<p><b>9-12.E.1.5A. Students are able to describe the effect of fluctuation in national output and its relationship to unemployment and inflation.</b></p>

**U. S. HISTORY STANDARDS**  
**9-12**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Core HS Standards</b>
9-12.U.S.1.1. (Analysis) Explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.
9-12.U.S.1.2. (Application) Relate previously learned information of these time periods to the context of succeeding time periods.
<b>Advanced HS Standards</b>
9-12.U.S.1.1A. (Evaluation) Relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

<b>Core HS Standards</b>
9-12.U.S.2.1. (Analysis) Describe the causes and effects of interactions between the U.S. government and Native American cultures.
9-12.U.S.2.2. (Application) Describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.
9-12.U.S.2.3. (Knowledge) Identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.
<b>Advanced HS Standards</b>
9-12.U.S.2.1A. (Evaluation) Evaluate the significance of interactions between the U.S. government and diverse cultures in relation to cultural preservation versus cultural assimilation.

**WORLD HISTORY STANDARDS**  
**9-12**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Core HS Standards</b>
9-12.W.1.1. (Analysis) Explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.
<b>Advanced HS Standards</b>
9-12.W.1.1.A. (Evaluation) Relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

<b>Core HS Standards</b>
9-12.W.2.1. (Comprehension) Define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.
<b>Advanced HS Standards</b>
9-12.W.2.1A. (Analysis) Describe the emergence, rise, impact, and role of significant cultural, economic, and political events and philosophies.

## GEOGRAPHY STANDARDS

### 9-12

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Core HS Standards</b>
9-12.G.1.1. (Application) Use resources, data services, and geographic tools that generate, and interpret information.
9-12.G.1.2. (Application) Interpret geographic representations when given information about places and events.
<b>Advanced HS Standards</b>
9-12.G.1.1A. (Evaluation) Evaluate and select resources, data services, and geographic tools that generate and interpret information.
9-12.G.1.2A. (Synthesis) Construct geographic representations when given information about places and events

**Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.**

<b>Core HS Standards</b>
9-12.G.2.1. (Analysis) Identify and explain the impact of the natural environment on human settlement patterns.
9-12.G.2.2. (Comprehension) Explain how humans interact with their environment.
9-12.G.2.3. (Analysis) Explain how human migration impacts local and global politics, environment, economies, societies, and regions.
9-12.G.2.4. (Knowledge) Identify the main characteristics of cultural geography.
<b>Advanced HS Standard</b>
9-12.G.2.1A. (Analysis) Analyze and articulate the fundamental role that place characteristics and environments have played in history.
9-12.G.2.2A. (Evaluation) Evaluate how humans interact with their environment.
9-12.G.2.3A. (Synthesis) Investigate how past and present trends of human migration impact both local and global politics, environment, economies, and societies.
9-12.G.2.4A. (Analysis) Compare and contrast the differing characteristics in developing and developed countries.

## CIVICS (GOVERNMENT) STANDARDS 9-12

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Core HS Standards</b>
9-12.C.1.1. (Analysis) Explain the characteristics of various forms of government.
9-12.C.1.2. (Evaluation) Determine the influence of major historical documents and ideals on the formation of the United States government.
9-12.C.1.3. (Knowledge) Identify the principles of the American Constitution.
9-12.C.1.4. (Comprehension) Explain the principles of American democracy.
9-12.C.1.5. (Comprehension) Describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.
9-12.C.1.6. (Application) Explain basic elements of trade and its impact on the U.S.
<b>Advanced HS Standards</b>
9-12.C.1.1A. (Evaluation) Compare the United States political systems with those of major democratic and authoritarian nations in terms of the structures and powers of political institutions.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Core HS Standards</b>
9-12.C.2.1. (Application) Describe the means of influencing and/or participating in a republic.
9-12.C.2.2. (Comprehension) Determine the meaning of basic constitutional rights guaranteed to citizens.
9-12.C.2.3. (Comprehension) Describe the process of naturalization.
<b>Advanced HS Standards</b>
9-12.C.2.1A. (Analysis) Enumerate the basic constitutional rights guaranteed to citizens and their related impacts on society.
9-12.C.2.2A. (Analysis) Analyze and explain the purpose of politics/political activity and the related implications for United States citizens.
9-12.C.2.3A. (Analysis) Identify various issues involving individual rights and responsibilities in relation to the general welfare.
9-12.X.2.4A. (Analysis) Analyze campaigns for national, state, and local elective office, including the nominating process; campaign funding and spending; the influence of media coverage, campaign advertising, and public opinion polls.



## ECONOMICS STANDARDS 9-12

**Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.**

*Note: Some districts provide a separate required economics class. If the district does not provide or provides the economics class only as an elective, the Core Standards are taught to all students in other required social studies classes. For purposes of those districts not providing a required economics course, notations are provided below at the end of each standard to suggest likely courses in which the standard may be taught and mastered.*

<b>Core HS Standards</b>
9-12.E.1.1. (Analysis) Compare the characteristics of the world's traditional, command, market, and mixed economies.
9-12.E.1.2. (Analysis) Explain how scarcity/surplus affect the basic questions of what, how, how much, and for whom to produce.
9-12.E.1.3. (Application) Explain the role of money and the structure of the banking system of the U.S.
9-12.E.1.4. (Evaluation) Explain the impact of labor and governmental policies on the economy of the United States.
9-12.E.1.5. (Application) Use graphs to illustrate changes in economic trends.
9-12.E.1.6. (Synthesis) Explain basic elements of trade and its impact on the U.S. economy.
<b>Advanced HS Standards</b>
9-12.E.1.1A. (Synthesis) Differentiate the patterns and networks of global economic interdependence in relation to local, regional, and world economies.
9-12.E.1.2A. (Analysis) Analyze graphs to determine changes in supply and demand and their effect on price and quality.
9-12.E.1.3A. (Evaluation) Compare and contrast the economic systems of foreign countries with the market system of the United States.
9-12.E.1.4A. (Analysis) Describe methods used to measure domestic output, national income, and price level.
9-12.E.1.5A. (Analysis) Describe the effect of fluctuation in national output and its relationship to unemployment and inflation.